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CONTENTS

LANGUAGE, CULTURE, COMMUNICATION

IMPROVING COMPLEX APPLICATION OF INTERACTIVE TEACHING METHODS IN TEACHING FOREIGN LANGUAGES IN INSTITUTIONS OF HIGHER EDUCATION

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Summary

The content of the algorithm of interactive learning methods, which consists of five main stages: informational-analytical, categorical-conceptual, problem-content, visual-presentational, result-reflective, has been studied. The informational and analytical stage of interactive learning includes: brainstorming, «Sinquain», method of associations, method of one word. The categorical-conceptual stage of interactive learning includes: debates, group discussion, method of exaggerations, method of questions. The problem-content stage of interactive learning includes: business game, research game, case method, «Stairs», dialogue. The visual-presentational stage of interactive learning includes: «Fishbone», memory cards, «Decision Tree», project method. The productive and reflective stage of interactive learning includes: analysis of business situations, liberal club, role play.

Key words: interactive learning methods; educational reform; intensification of training; principles of interactive learning; communicative competences; case method; role play.

1. Introduction

The modern stage of the development of pedagogical science is characterized by the need to create an ideal model of education, in which the essence of student education in institutions of higher education is a balanced combination of pedagogical management with own initiative and independence, student activity. This model of learning is based on the entire set of current knowledge about learning mechanisms, goals and motives of cognitive activity and is suitable for the realization of the main goal – comprehensive and harmonious development of the personality.

It should be noted that teaching methods include the purpose, tasks, content, principles and forms of teaching, which are carried out in the vast majority of higher education institutions. Because learning is an extremely dynamic and dialectical process, and learning methods take into account this dynamism, changes occurring in pedagogical practice.

Thus, the introduction of interactive learning methods in modern institutions of higher education is inevitable, and the relevance of these methods is determined by the obvious importance and urgency of optimizing the learning process and studying psychological and pedagogical factors that affect students' acquisition of a foreign language. Optimization and implementation of the principle of humanization of educational activity requires not only a review of the entire essence of the educational process, but also the realization of the creative nature of each student's personality. Interactive learning methods in teaching a foreign language are characterized by internal activity, which leads to the assimilation of a certain amount of relevant

knowledge and practical skills as the main goal of the educational process. The main goal of the educational process is the holistic development of students' personalities. Independent, cognitive and mental activity is a means of personality development, which reveals its potential inner abilities. Therefore, the task of teachers of higher education institutions is to ensure dynamic and productive activities in classes, which is facilitated by interactive learning methods.

2. The essence and application of interactive learning methods in the process of teaching a foreign language

The modern educational system of our country is going through a stormy period of rethinking approaches to learning, reforming old traditions and stereotypes. Due to the integration of our country's economy into global markets and the economic situation in the country as a whole, the ability of future specialists to professionally and adequately assess the needs of society, find the best ways to resolve escalating contradictions, and possess a culture of business communication is of particular value.

In the pedagogical practice of higher education institutions, the term «active methods and forms of learning» is used. It combines a group of pedagogical technologies that achieve a high level of student engagement in learning activities. In recent years, «interactive learning methods» have been widely used. Interactive teaching methods are defined as a special form of organizing cognitive activity, a way of learning that is carried out in the form of joint activities of students.

When using interactive learning in the educational process, all participants interact with each other, exchange information, jointly solve problems, model situations, evaluate the actions of others and their own behavior, immerse themselves in the real atmosphere of business cooperation to solve a problem. One of the goals of interactive learning is to create comfortable learning conditions, such that students feel their success, their intellectual ability, which makes the learning process productive. Thus, interactive methods are the most modern form of active learning methods *(Voloshyna OV, Kravchuk LV, 2018: 23-24; Voloshyna OV, Popenko YV, 2020: 33-35; Voloshyna OV, 2018: 31-33; Voloshyna OV, 2020: 339; Kravets RA, 2017: 446-447).*

The use of the interactive learning method in the educational process and training is organized in such a way that almost all students are involved in the learning process, they have the opportunity to understand and reflect on what they know and think.

The characteristic feature of interactive methods is that it involves a high level of mutually directed activity of the subjects of interaction, emotional and spiritual unity of the participants.

Compared to traditional forms of conducting classes in interactive learning, the interaction between the teacher and the student changes: the activity of the teacher gives way to the activity of students, and the task of the teacher becomes to create conditions for their initiative.

The student becomes a full participant in the educational process, his experience is the main source of educational knowledge. The teacher does not give ready-made knowledge, but encourages the participants to search independently and performs the function of an assistant in the work.

Thus, interactive learning methods:
– stimulate student activity in the educational process;
– involve every student in the educational process;
– contribute to effective assimilation of educational material;
– have a multifaceted influence on students;

– provide feedback between the student and the teacher;
– form students' thinking and teamwork;
– form practical skills;
– promote behavior change.

When using interactive teaching methods, students learn to think critically, solve complex problems based on the analysis of circumstances and relevant information, weigh alternative opinions, make informed decisions, participate in discussions, and communicate with others. For this, pair and group work is organized in classes, research projects, role-playing games are used, work is carried out with documents and various sources of information, and creative works are used. Therefore, the use of interactive teaching methods allows making students active participants in the educational process, forming and developing their cognitive activity. The use of interactive methods contributes to the formation of a creative, active personality capable of changing in a changing environment *(Hrischenko IV, 2017: 77-78; Hunko IV, Voloshyna OV, 2021: 18-20; Kravets RA, 2013: 81-84).*

Thus, interactive learning is a productive form of organization of the process of teaching business communication in a foreign language, based on active interaction of participants in the educational process and creates optimal conditions for self-realization of students.

So, the main essential characteristics of interactive learning are:

– information is learned in an active mode using problem situations in the field of business relations (the application of interactive methods of teaching business communication in a foreign language in the field of business allows paying attention to practicing formal procedures of business communication, using business, simulation, role-playing games, e-mail, etc.);

– improving the ratio of the achieved result to the expenditure of time and other resources for its achievement; intensification of all levels of the educational process (increasing the efficiency and quality of the educational process, activating cognitive activity, deepening interdisciplinary connections);

– the new role of the teacher – the accompanying person (interactive learning is a dialogical method of learning based on interaction with the subject of learning, the teacher acts as an accompanying person, the main task of which is to direct the process of information exchange: identifying the diversity of points of view, addressing the personal experience of students, supporting student activity , combination of theory and practice, mutual enrichment of the experience of study participants, facilitation of perception, assimilation, mutual understanding of students, encouragement of creativity);

– the new role of the student – accompanied (increasing responsibility for mastering educational programs and self-organization of the educational process, readiness for professional activity in the conditions of the information society, development of thinking and the ability to make optimal decisions; formation of information culture of the individual, skills of information processing and experimental and research activities);

– achievement of two-way communication between communicators during information exchange (ability to listen to the interlocutor and accept his opinion, respect intercultural differences);

– direct interaction with the educational environment, which acts as a real branch of practical experience (practical experience is the main activator of educational knowledge);

– the organization of comfortable learning conditions in an atmosphere of goodwill and mutual support (allows students to improve not only their knowledge in the field of foreign language business communication, but also to develop social and communicative skills, develop joint solutions to problems, role-playing opportunities allow the teacher to introduce

unpredictable moments that provoke the manifestation of a creative approach to solving situations of business communication in the field of business);

– establishment of emotional contacts between students, development of teamwork skills (they help to form in students a sense of security, mutual understanding and their own success);

– active use of new information technologies, Internet resources, innovative technologies based on computer equipment, computer and global networks, multimedia systems that allow for controlled independent work of students (students can complete tasks independently on their personal computer, which makes it possible to activate and methodically ensure the independent work of students, making it the most important component of the educational process);

– development of evaluation skills (the ability to weigh and compare different points of view, the ability to give an adequate assessment to oneself and others);

– successful implementation in a social environment (interactive learning methods immerse students in the real world and prepare students to use a foreign language in real life, as a result of which a successful, competitive professional is formed) *(Kravets RA, 2017: 136-140; Kravets RA, 2013: 189-190; Kravets RA, 2020: 210-211; Kravets RA, 2015: 28-31; Hunko IV, Voloshyna OV, 2021: 77-79).*

An important aspect of successful technological support in foreign language business communication training is the step-by-step, consistent organization of this process, and this became the basis for the actualization of block-modular interactive training of future specialists.

Let's consider the main characteristics of block-module training. In the context of this research, the module is perceived as a part of the block, it is the main structural and content unit of the modular foreign language learning program.

The main advantages of block-module training in business communication in a foreign language:

– being an independent structural unit, each module is provided with didactic and methodical materials, a list of basic concepts of the business sphere, skills and abilities that future specialists need to learn during training (modularity of training ensures methodically justified coordination of all types of educational process within each module and between them);

– the flexibility of the structure of the block-modular construction of each course allows to adapt the modular system to changes in the requirements of the educational program, which arise in connection with the change in the conditions of the specialist market;

– implementation in dialectical unity of integration and differentiation of the learning content by grouping problematic modules of educational material, which ensure the development of a business communication training course in a foreign language in full, shortened and advanced versions, which helps to solve the problem of level and profile differentiation in the learning process *(Kravets RA, 2017: 136-140; Kravets RA, 2013: 189-190; Kravets RA, 2020: 210-211; Kravets RA, 2015: 28-31; Hunko IV, Voloshyna OV, 2021: 77-79).*

The main and fundamental characteristic of modular programs based on competences is the reflection in their content of the real requirements of employers for the skills, knowledge (competencies) of graduates of higher education institutions both at the current moment and in the future.

Module blocks provide for the integrated development of both professional and extra-professional competencies, which include participation in improving the organization of professional activities, effective communication with colleagues and management, caring for the environment, as well as key competencies.

3. Application of the model of block-module interactive training
to business communication in a foreign language

Interactive teaching methods provide an opportunity for students not to act as passive listeners in the educational process, but, on the contrary, to take an active part in communication in a foreign language with the teacher, fellow students, representatives of enterprises and organizations. The implementation of the interactivity system in the training of future specialists in business communication in a foreign language is not the ultimate goal. Based on the literature reviewed *(Hunko IV, Voloshyna OV, 2021; Dovhan LI, 2017; Kovalova KV, 2013; Kravets RA, 2013; Bakhmat N, Maksymchuk B, Voloshyna O, Kuzmenko V, Matviichuk T, 2019; Hunko IV, Voloshyna OV, 2021)*, we can formulate and propose a model of block-modular interactive teaching of business communication in a foreign language, which will be implemented using an algorithm of interactive methods of teaching business communication in a foreign language. It represents a set of forms, methods and technologies of learning, based on the active interaction of the teacher and students, contributing to the effective learning of the content of the discipline in interaction with the educational environment, the development of personal reflection, tolerance and creative thinking, communication skills and interaction in a group. The content of the algorithm of interactive learning methods consists of five main stages: informational-analytical, categorical-conceptual, problem-content, visual-presentational, result-reflective.

The first stage includes informational and analytical, which includes a complex of interactive methods aimed at the initial familiarization of students with the field of professional relations. The learning process is focused on generating ideas, free thoughts, establishing internal connections between concepts and phenomena, mastering the main types of monologue speech. Among the main methods of this stage we can include: brainstorming, «Sinquain», method of associations, method of one word.

Brainstorming – creating a free discussion, ensuring the process of generating ideas without their analysis and discussion by the participants. It is characterized by equality of participants, freedom of association and creative imagination.

It consists of the following stages: preparatory stage (formulation of goals and tasks, selection of participants for the next tasks), stage of idea generation (presentation of participants, answers to questions, generation of ideas), stage of analysis and evaluation of ideas. This method is used to develop students' communicative and linguistic competences in business communication *(Voloshyna OV, Kravchuk LV, 2018: 23-24; Voloshyna OV, Popenko YV, 2020: 33-35; Voloshyna OV, 2018: 31-33; Voloshyna OV, 2020: 339; Kravets RA, 2017: 446-447)*.

«Sinquain» is the individual work of the participants of the game with the aim of a deeper understanding of the topic, promotes the development of creative thinking among students. It consists of the following stages: preparatory stage (familiarization of the participants with the rules of composing the «Sinquain»), the stage of compiling the «Sinquain», evaluation of the compiled «Sinquain». This method will also contribute to the formation of communicative and linguistic competences of business communication among students *(Voloshyna OV, 2017: 206-208; Honcharuk IV, Yurchuk NP, 2018: 78-80; Kravets RA, 2017: 446-447)*. The association method is the establishment of connections between words or objects that have nothing in common. The main goal of this method is to train students' memory for subsequent memorization of words. It consists of the following stages: the preparatory stage (formulating the goal and setting the task), the performance stage (creating a chain of associations between the proposed words), the stage of analysis and consolidation of associations. This method will most actively contribute to the formation of communicative and linguistic competences of

business communication among students *(Hrischenko IV, 2017: 77-78; Hunko IV, Voloshyna OV, 2021: 18-20; Kravets RA, 2013: 81-84).*

The second stage includes the categorical-conceptual stage, which includes interactive methods created to systematize the acquired general knowledge of the students' future professional activities and expand the vocabulary of the studied topics. Students learn to think in terms of the categories of the future professional sphere, to carry out independent creative search, acquire knowledge of language tools and form adequate language skills in such aspects as phonetics, vocabulary and grammar. Among the main methods of this stage, we can include: debates, group discussion, method of exaggerations, method of questions.

Debate is the creation of a discussion based on the ability of students to prove their point of view using reliable arguments, analyze the information received and concentrate on the essence of the problem, establish logical connections between phenomena, distinguish between facts and points of view, identify errors, falsifications and stereotypes. This method consists of the following stages: collection and processing of information on the topic of the debate, distribution of participants, construction of a plot of evidence, arguments and refutations by both teams, a round of questions, evaluation of results. This method will actively contribute to the formation of communicative linguistic, cognitive, organizational and management competencies of business communication in students *(Dovhan LI, 2010: 91-92; Kovalova KV, 2013: 100-103; Kravets RA, 2016: 103).*

Group discussion – the organization of joint, intensive activities of students, with the help of their active inclusion in the joint search for a solution to the problem. This method consists of the following stages: preparatory (selection and formulation of the topic, determination of the composition of participants, content and duration of the discussion, determination of the purpose of the discussion, ways of displaying the proposed ideas), conducting the discussion, summing up the results in accordance with the goals of the discussion. This method will contribute to the formation of communicative, linguistic, organizational, managerial, intercultural competencies of business communication in students *(Kovalova KV, 2017: 47-49; Kravets RA, 2013: 113; Kravets RA, 2017: 446-447; Voloshyna OV, 2021: 77-79).*

The method of exaggerations has two components – expanding the task and narrowing it down. It allows you to assess the task from different angles and reveal its relevance. This method consists of the following stages: preparatory stage (students familiarize themselves with the task), execution (students work in pairs: one student develops the theme of the task (considers components, possible components), the second student tries to narrow down the scope of solving the task as much as possible), final (students form a single opinion regarding the importance and relevance of this task) question/concept. This method will contribute to the formation of communicative, cognitive, linguistic competences of business communication in students *(Kravets RA, 2017: 136-140; Kravets RA, 2013: 189-190; Kravets RA, 2020: 210-211; Kravets RA, 2015: 28-31; Hunko IV, Voloshyna OV, 2021: 77-79).*

The method of questions – increasing motivation to study by creating 35-45 questions on a given topic. Characteristic features of this method are equality of students, freedom of association and creative imagination. This method consists of the following stages: preparatory (formulating the goal and setting the task), conducting (students compose questions on topics that interest them), final (each student chooses the 15 most interesting questions for him and independently searches for answers to them. This method will contribute to the formation of cognitive, information technology and communicative competences of business communication in students *(Kravets RA, 2013: 81-84; Kravets RA, 2016: 103).*

The third stage includes the problematic and meaningful stage. This stage is aimed at developing in future specialists the ability to take part in a professional conversation, to express

a diverse range of communicative intentions, such as: the ability to listen to the interlocutor, to express one's point of view in accordance with the principles of mutual respect and interaction, to make decisions based on a comprehensive analysis of the researched task, taking into account the interests of all interacting parties. It is also of particular importance for students to master intercultural communication skills, gain knowledge of national culture and the rules of professional activity in the countries of the language being studied. The problem-content stage of block-modular interactive learning consists of: business game, research game, case method, «Stairs», dialogue.

A business game is a conditional, close to real reproduction of a simulated communicative situation of business communication, the purpose of which is to achieve professionally significant results. This method consists of the following stages: substantive (introducing the game, highlighting one or more tasks, clarifying the goals of the final result, forming groups of students, planning, making a decision), conducting a business game, ending a business game, compiling a portfolio, analyzing errors, discussing results, development of a strategy for further activities. This method will contribute to the formation of communicative, linguistic, organizational, managerial, intercultural competencies of business communication in students *(Kravets RA, Romanyshyna LM, 2013: 158-161; Bakhmat N, Maksymchuk B, Voloshyna O, Kuzmenko V, Matviichuk T., 2019: 1326-1329).*

Research game – readiness to carry out research activities based on the conscious use of existing knowledge and skills, which is realized in the practical experience of students and the experience of creative activity under strict control from the side of thinking. This method consists of the following stages: orientation (identification of the subject area of the research), problematization (identification and awareness of the problem – a specific question that does not have an answer at the moment, setting the goal of the research), planning (formulation of successive research tasks), collection of material or conducting an experiment, analysis (generalization, comparison, interpretation of data), reflection. The given method will contribute to the formation of cognitive, linguistic, organizational-management, information-technological competences of business communication in students *(Voloshyna OV, 2021: 19; Hunko IV, Voloshyna OV, 2021: 77-79).*

The case method is the use of actual organizational and professional problems, which increases interest and motivation for learning. Students in the process of applying this method are minimally dependent on each other, everyone has the right to correct and incorrect answers. This method consists of the following stages: creation of a case (definition of tasks, criterion selection of the task, selection of necessary sources of information, preparation of primary material, examination, preparation of methodical materials for its use), discussion and analysis of the case in the audience, summing up. The given method will contribute to the formation of communicative, linguistic, organizational and management competencies of business communication in students *(Voloshyna OV, 2021: 128-131; Voloshyna OV, 2022: 237).*

«Stairs» – disclosure of personal qualities of students, their attitude to the task, transition from the abstract to the concrete, formation and modification of the hierarchy of knowledge. This method consists of the following stages: defining the topic and purpose of creating «Stairs», students individually create stairs, dividing them into significant and insignificant ones, characterizing the task, respectively, above and below the stairs, thus covering all the smallest aspects of the problem, summing up, reflection. This method will contribute to the formation of communicative, linguistic, cognitive, information and technological competences of business communication in students *(Kovalova K, 2022: 564-570; Voloshyna OV, Popenko YV, 2020: 33-35).*

Dialogue – creation of a process of communication between students with the aim of developing dialogic thinking, consolidating the content of educational language material. This method consists of the following stages: preparatory (formulating the goal and setting the task), implementation (students express their opinion on the proposed topic, various points of view are discussed), summing up. This method will contribute to the formation of communicative, linguistic, cognitive, organizational and managerial competencies of business communication in students *(Voloshyna OV, 2017: 206-208; Honcharuk IV, Yurchuk NP, 2018: 78-80; Kravets RA, 2017: 446-447).*

The fourth stage is visual and presentational. At this stage, presentations of the completed assignment are created and presented. This stage develops students' skills in project activities, the ability to use dictionary and reference literature in a foreign language, as well as to search for it on the global Internet and corporate networks. As part of the course, students learn how to create and present various graphs, reports, crisis plans, charts, startup projects, presentations, etc. The visual-presentational stage of block-modular interactive learning consists of the following methods: «Fishbone», memory card, «Decision tree», project method.

«Fishbone» – creation of visual support in finding solutions to problems in the future professional field of students. This method consists of the following stages: preparatory stage (students familiarize themselves with the problem in the future professional field, form groups of 4-6 people), execution (on a wide sheet of paper, students depict a long arrow that is the «skeleton» of the problem, students depict ways to solve this problem problems in the form of adjacent bones, placing them from the most productive (the «skeleton» head) to the least feasible), final (students present their schemes and receive audience evaluation. This method will contribute to the formation of communicative, linguistic, cognitive, information technology competence of business communication in students *(Dovhan LI, 2010: 91-92; Kovalova KV, 2013: 100-103; Kravets RA, 2016: 103).*

Memory maps are a systematization of knowledge in graphic form, consisting of concepts and connections that characterize their interaction with each other. This method consists of the following stages: preparatory (creating focus groups (4-6 people), posing a question or problem for the solution of which a card will be created, implementation (students structure the cards, taking into account the degree of importance of various concepts and the connections between them), summing up. The given method will contribute to the formation of communicative, linguistic, cognitive, information and technological competences of business communication in students *(Kravets RA, 2017: 136-140; Hunko IV, Voloshyna OV, 2021: 77-79).*

«Decision tree» – creating a visual support for analytical consideration of the task. This method consists of the following stages: preparatory stage (students study information on the assigned topic, identify the main problems), implementation (students create a visual model of solving this task in small groups and represent it to all participants), summing up. The given method will contribute to the formation of communicative, linguistic, cognitive, organizational and managerial competencies of business communication in students *(Kravets RA, 2020: 210-211; Hunko IV, Voloshyna OV, 2021: 77-79).*

Project method – cognitive activity of students, problematization of educational material, connection of education with life experience of students, organization of educational process. Using this method allows us to move away from the authoritarian style of teaching and reorient students' work towards independence, towards the priority of research, search, and creative activities. This method consists of the following stages: organizational and preparatory (identifying the problem, choosing a project topic, defining project tasks, drawing up a preliminary plan, identifying participants, methods, research techniques, mastering terminology, searching

for information), searching and research (developing a research program, collecting and studying the necessary information, conducting research based on the application of methods of observation, experiment, analysis and synthesis, reporting and design (formulation of the topic of the research project, presentation of the project), informational and presentational (project protection, self-evaluation and evaluation of projects). The given method will contribute to the formation of communicative, linguistic, information-technological, cognitive competences of business communication in students *(Kravets RA, 2017: 136-140; Kravets RA, 2013: 189-190; Kravets RA, 2020: 210-211).*

The fifth stage includes the result-reflective one – mastering the necessary and sufficient level of business communication competencies, which will allow the use of a foreign language in future professional activities, scientific and practical work, in communication with foreign partners, for self-education and other purposes. This will ensure the competitiveness of future specialists in the labor market, career growth and self-realization in society. Thus, this stage is final and confirms the fact that the successful result of any pedagogical activity is a student who is able to apply his knowledge in practice, feel confident outside the classroom, who has a sufficient level of self-esteem and is confident in his knowledge. The result-reflective stage of block-modular interactive learning consists of methods: analysis of business situations, liberal club, role-playing.

Analysis of business situations – diagnosis of an abstract or real situation in order to highlight the main components, ways of their interconnection and interaction, as well as their meaning for the participants of the situation. This method consists of the following stages: familiarization with the situation (determining the goals of the game), analysis of the situation (detailed description of the main processes, components, factors, tasks), final (decision-making, forecasting, personal assessment). The given method will contribute to the formation of communicative, linguistic, organizational and managerial, intercultural competences of business communication in students *(Kravets RA, Romanyshyna LM, 2013: 158-161; Bakhmat N, Maksymchuk B, Voloshyna O, Kuzmenko V, Matviichuk T., 2019: 1326-1329).*

The liberal club is a free form of discussion, which is used as a first approach to the topic, a way of defining the «task area», in which everyone can participate. This method consists of the following stages: definition of the topic and the purpose of the discussion, discussion of the topic (everyone can express their point of view), summing up, reflection. This method will contribute to the formation of communicative, linguistic, organizational, managerial, intercultural competencies of business communication in students *(Voloshyna OV, 2021: 19; Hunko IV, Voloshyna OV, 2021: 77-79).*

A role-playing game is a conditional, close-to-real reproduction of a situation, a request for information, and the recipient's response. This method consists of the following stages: preparatory (scenario development), planning (general description of the game, characteristics of the students involved in the game), explanation, orientation of students (determining the mode of work, formulating the main goal, setting the problem, choosing a situation, working with a package of documents, psychological preparation of students), execution (game process, end of the game), analysis and generalization (analysis, reflection, evaluation and self-evaluation of work, conclusions and generalizations, recommendations). This method will contribute to the formation of communicative, linguistic, organizational and managerial competencies of business communication in students *(Voloshyna OV, 2017: 206-208; Honcharuk IV, Yurchuk NP, 2018: 78-80; Kravets RA, 2017: 446-447).*

Therefore, using of interactive learning methods in the process of teaching a foreign language in institutions of higher education is the subject of a detailed study in connection with the

requirements set by the educational system of our country for students in institutions of higher education. Students with an average and high level of business communication skills are able to be a worthy representative of their profession, effectively carry out business communication in a foreign language at the international level, think creatively, independently organize research activities, building their own educational trajectory.

4. Conclusions

Interactive learning methods in the process of teaching a foreign language in institutions of higher education provide for the stimulation of cognitive activity and independence of students. These methods require the presence of creative tasks and mandatory communication in the student-teacher system. Interactive learning methods are characterized by their one-sided orientation, primarily for stimulating independent activity, self-learning, self-education, self-development, the ability to share experiences and interact in groups. Interactive methods contribute to the organization of comfortable learning conditions under which students actively interact with each other. It is the teacher's use of these teaching methods in his classes that speaks of his innovative activity. Interactive methods are based on direct interaction of students with the learning environment.

Because the educational environment is a real environment from which students receive a certain amount of theoretical knowledge and practical experience. Practical experience of students. Experience is the main catalyst of learning and the main value in it is the personality of students. The main thing in an individual is the desire for the future, for the free realization of one's abilities, especially creative ones, for strengthening one's faith. The creative orientation of education and upbringing allows to carry out personality-oriented education as a process of development and satisfaction of human needs as a subject of life, culture and history. The main value of humanistic person-oriented education is creativity as a way of human development in culture. The organization of the educational process using interactive learning methods is aimed at increasing the importance of learning material for students, individualizing learning and activating the thinking process.

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